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ABSTRACT

The guidelines address the qualifications, training, and functions of occupational and physical therapists in working with handicapped children in Maryland public schools. A section on personnel lists job specifications (salary scale, education, experience, employment conditions, examples and essential requirements of work) for four levels of related services specialists. Credentialing and competencies are discussed, recruitment procedures reviewed, and accountability aspects briefly considered. Two final sections address the therapists' role in the identification of handicapped children and examine the nature of required facilities. Six recommendations are made regarding the role of therapists in the identification of handicapped children, including the automatic referral of all positive outcomes of motor development screening to occupational therapy/physical therapy for more precise assessment. (CL)

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OCCUPATIONAL THERAPY

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PHYSICAL THERAPY

RELATED SERVICES GUIDELINES

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THE MARYLAND STATE DEPARTMENT OF EDUCATION

GUIDELINES FOR THE PROVISION OF OCCUPATIONAL AND PHYSICAL THERAPY SERVICES FOR HANDICAPPED CHILDREN IN THE EDUCATIONAL SYSTEM OF MARYLAND

1979

Prepared by:

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Division of Special Education

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January 1979

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INTRODUCTION

As the delivery of special education services expanded to serve all handicapped children regardless of their degree of handicap, it became increasingly apparent that the range of services needed included those provided by Occupational Therapists and Physical Therapists. Their services were needed not only for those children with significant physical impairments, but also for those with more subtle deficits in sensory motor integration and those with fine motor difficulties, as well as for those with such problems as drug addiction, alcoholism, and behavioral problems.

The precise role filled by a given therapist in an educational program can be determined only by that individual, based on his/her own professional education and experience. Generally speaking, however, both Occupational Therapists and Physical Therapists conduct assessments of the child's neurological and motor functioning and design treatment programs to improve the functioning of children who are affected by conditions such as cerebral palsy, spina bifida, congenital amputations, or a variety of physical injuries and psychological disturbances.

Whereas there is considerable overlap in the work of Occupational Therapists and Physical Therapists, one can expect that Occupational Therapists will typically focus on perception, sensory integration, emotional disturbance and self-care skills. Physical Therapists commonly address balance, posture, coordination, and gross motor skills.

The services provided by Occupational Therapists and Physical Therapists are needed by some children at all service levels. The nature

and intensity of service is not necessarily related directly to the child's degree of handicap. For example, some profoundly handicapped students may be served most efficiently through consultant services to teachers, and some mildly handicapped children need direct one-on-one intervention for a period of time. More direct service is needed overall for the severely involved children at Levels V and VI than for mildly handicapped students.

For the purpose of planning, the Division of Special Education estimates that one-third of the children served by special education are in need of some Occupational Therapy and/or Physical Therapy service. For the past year, data collected through Special Services Information System (SSIS) indicate that 1,422 out of the approximately 92,000 students receiving special education and reporting to SSIS received one or both of these services. This is less than 2 percent of that population. No children were reported as needing but not receiving services; therefore, the first step is identification.

This document describes how the Division of Special Education intends systematically to address this situation so that each child in need of Occupational Therapy and/or Physical Therapy is identified and provided with needed services.

STRATEGIES AND OBJECTIVES BY CATEGORY

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GUIDELINES FOR THE PROVISION OF OCCUPATIONAL AND PHYSICAL THERAPY SERVICES FOR HANDICAPPED CHILDREN IN THE EDUCATIONAL SYSTEM OF MARYLAND

The overall purpose of this endeavor is contained in the following statement:

> To design and implement a comprehensive service for needed Physical Therapists and Occupational Therapists to serve identified handicapped children within the educational system of the state of Maryland in accordance with the requirements of P.L. 94-142 and Maryland Special Education Bylaw 13.04.01.

The following sub-statements are offered as further clarification of the framework in which mission activities will be carried out:

1. All handicapped children within the state educational system will have access to Occupational Therapy and Physical Therapy services, as determined by their need.
2. All services will be implemented in such a way as to protect the individual child's rights regarding human dignity, privacy, and confidentiality.
3. Funding of these services will provide for -
   a. Identification of the need for such services by comprehensive screening and assessment.
   b. Adequate provision of such needed service and evaluation of child's progress.
   c. Adequate pre- and inservice training for the provider of such service.
   d. Technical assistance and consultation for teachers and parents.
   e. Research on the outcomes of such services.
   f. Public education as to the goals of such services.
   g. Evaluation of the quality of such services.

Although the P.L. 94-142 defines "related services" to include speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities, counseling services, and medical services for diagnostic or evaluation purposes, these guidelines relate only to Occupational and Physical Therapy.

Not only does the Public Law 94-142 and the State of Maryland Bylaw 13.04.01 require the availability of Occupational and Physical Therapy for all handicapped children who may need these services, but experience has shown that the outcome of such intervention does much to prepare the handicapped child to be educated.

The didactic preparation of Occupational Therapy/Physical Therapy includes anatomy and physiology, psychology and sociology, knowledge of sensory integration, motor function, normal growth and development, and of the congenital and developmental impairments most commonly found in children.

Occupational Therapists and Physical Therapists undergo a 4-year educational preparation which includes supervised clinical practice before graduating at the baccalaureate level and becoming professionally credentialed by their respective professional organizations. The state of Maryland requires both Occupational Therapists and Physical Therapists to be licensed to practice within this state. In addition, the State Department of Education requires that each Occupational Therapist/Physical Therapist employed within the system shall meet additional competencies specific to their role within the system.

PERSONNEL

CATEGORY I - PERSONNEL

Estimates of the number of Occupational Therapy/Physical Therapy personnel required in each Local Education Authority (LEA) will depend on the number of children identified as needing these services. Currently, all children identified as needing these services are also reported as receiving them. However, the initial screening procedures are not as yet fully identified. It is imperative that this process includes specific screening to identify those children whose educational potential may be more fully realized by the intervention of Occupational Therapists/ Physical Therapists at all levels of the child's development. This includes not only the profoundly and severally handicapped child, but also the slow learner, the drug abuser, the alcoholic, and those experiencing problems relative to vocational choice and decision making. The first step, therefore, in determining the number of Occupational Therapists/ Physical Therapists needed is to establish comprehensive screening of all children. This concept is developed further in the section headed "Identification of Children."

Initially, it is proposed to hire, at the state level, area coordinators, either Occupational Therapists or Physical Therapists. It is strongly recommended that each LEA will hire a county coordinator Occupational Therapist or Physical Therapist whose first task will be to be involved with the process of identifying those children in need of these services. They will also work with the coordinator of special education in determining the number of therapists required, the work placement of these therapists, and will be the person involved with the hiring and supervising these therapists. It is quite possible that some

well-populated counties may need as many as 50 Occupational Therapists/ Physical Therapists, while the needs of other counties may be met by 4 therapists.

The precise ratio of therapists to handicapped children will depend on the type of handicapping condition and will be addressed by Occupational Therapy/Physical Therapy area coordinators, LEA Occupational Therapy/ Physical Therapy supervisors, and the coordinators of special education.

1. Five regional coordinators hired and funded at the state level shall:
   a. Be either Physical Therapists or Occupational Therapists
   b. Hold a masters degree in addition to professional credentials
   c. Reside in the area for which they are responsible
   d. Be employed, at least initially, as "consultant" working at least three days per week

   See job specification, Related Services Specialist V, page 8.

2. LEA Physical Therapists/Occupational Therapists shall:
   a. Be either Physical Therapists or Occupational Therapists
   b. Be professionally credentialed and preferably have had at least one years' experience working in the educational system of the state
   c. Receive specialized credentials by Maryland State Department of Education

Attached job specifications should be used when hiring Occupational Therapists/Physical Therapists.

NOTE: These job specifications are offered at four levels:

The coordinator - supervisor level (page 12)

The experienced clinician - supervisor level (page 17)

The professional entry level - (2 offered at this level) (page 22)

It is recommended that each LEA hire one Occupational Therapist/Physical Therapist coordinator, a sufficient number of Occupational Therapy/Physical Therapy experienced clinicians to ensure adequate professional supervision of entry-level therapists, who will comprise the greatest number of therapists working in the educational system.

The attached job specifications should be used when hiring Occupational Therapists/Physical Therapists although the salary to be paid will be determined by the hiring agency.

NOTE: Salaries given in this document are compatible with those offered by the Maryland Department of Health and Mental Hygiene for comparable positions for persons working 12 months.

1. Regional coordinators shall:

   a. Be accountable to the Chief, Program Development Branch, State Department of Education, through the Related Services Specialist.

   b. Be the Occupational Therapist/Physical Therapist coordinator, consultant, and advisor for their particular region.

   c. Be the resource within that region for the selection and hiring of other Occupational Therapists/Physical Therapists.

   d. Be the person to whom other Occupational Therapists/Physical Therapists within the region are professionally accountable.

2. LEA based Occupational Therapy/Physical Therapy Coordinator shall:

   a. Be the chief of Occupational Therapy/Physical Therapy services within that LEA.

   b. Be professionally accountable to the regional coordinator of the region in which they work.

   c. Be the professional supervisor of all Occupational Therapists/ Physical Therapists employed in the LEA.

   d. Be the Occupational Therapy/Physical Therapy consultant, advisor for the LEA.

   e. Be the advisor regarding all Occupational Therapists/Physical Therapists hired to work in that LEA. In smaller areas, this individual may be hired to serve several LEAs.

3. Facility based -

Three job specifications are offered in this grouping. (One compares to a state grade 14 and the others to state grades 9 and 10.) It should be noted that the latter are the basic entry-level for Occupational Therapists/Physical Therapists newly credentialed and with no previous professional experience. Persons hired at state grade 9 would, in the state system, automatically progress to state pay grade 10 after one years' experience, with no other additional requirements.

State pay grade 14 is the clinical specialist, or in some small counties, county coordinator. Therapists at this grade are competent and experienced clinicians. Any LEA planning to hire inexperienced Occupational Therapists/Physical Therapists at state qualifications 9 or 10 are well-advised to also hire enough therapists at state grade 14 qualifications to ensure high quality service.

Related Services Specialist V - (Occupational and Physical Therapist)

Recommended for Regional Coordinator

SALARY SCALE: $13,287 - $17,457 for 10 months (state grade 16)

MINIMUM QUALIFICATIONS

EDUCATION: Possession of a Masters Degree from an accredited college or university, including or supplemented by successful completion of a course in Occupational or Physical Therapy and the required field experience, accredited by the appropriate professional organization.

Successful completion of the 3-month internship in both the didactic and experiential areas, as required for employment within the educational system of the state of Maryland, or demonstrated evidence of ability to meet the requirements of this internship in both the didactic and practical component.

EXPERIENCE: Four years' experience as a Registered Occupational Therapist or as a Registered Physical Therapist, 2 years of which must have been in a supervisory or consultative capacity, and 2 years of which must have included clinical experience working with handicapped children.

REGISTRATION: Photocopy of current certification as an Occupational Therapist registered by the American Occupational Therapy Association or Physical Therapist regis-

tered by the American Physical Therapy Association and of current licensure in the state of Maryland must be attached to application.

PHYSICAL: Retirement at age 70 is mandatory.

CONDITION OF EMPLOYMENT: The nature of this position may require that the employee be able to drive an automobile; therefore, a valid class D Maryland drivers' license may be required before appointment to this position. Membership in the State Employee's Retirement System is required.

EXAMPLES OF WORK: Coordinates a multi-county related service program of Physical Therapy/Occupational Therapy to handicapped children within the educational system in accordance with P.L. 94-142 and Maryland Special Education Bylaw 13.04.01.

Observes accepted professional standards of ethics and safety in the provision of service.

Participates with staff from other disciplines in program planning and evaluation.

Supervises the clerical and administrative work of subordinate staff and of students as assigned.

Conducts and/or participates in staff meetings.

Implements policies and procedures and assists in their development.

May provide clinical services and/or consultation on complex problems.

Participates in inservice training programs. Assists

in program planning and evaluation and design and control of Physical Therapy/Occupational Therapy.

Performs other duties as required.

ESSENTIAL REQUIREMENTS OF WORK:

Expert knowledge of the principles and practices of Physical or Occupational Therapy; of human behavioral norms, abnormalities and deficits, working knowledge of the evaluative and therapeutic procedures employed by Physical or Occupational Therapists relative to handicapping conditions of children as defined in P.L. 94-142; of the techniques of instruction and counseling; of the basic principles of personnel, budget, administration; of the process of planning, organizing, staffing, directing and controlling; of various state and federal laws and regulations as they relate to related services in the educational system. Ability to plan, direct, and coordinate Occupational Therapy/Physical Therapy with other services; to apply professional judgment in the performance of all Physical and Occupational Therapy procedures for handicapping children, including screening, evaluation, and intervention methodologies; to work harmoniously with professional and nonprofessional staff; to provide supervision to subordinates and to respond to that given by higher level personnel; to communicate effectively, both orally and in writing; and to

maintain records of Physical Therapy/Occupational Therapy programs.

NATURE OF WORK: This is administrative and consultative work in the fields of Physical and Occupational Therapy within the context of special education. The employee, at this level, functions as the regional coordinator of Physical Therapy/Occupational Therapy.

This employee assists in determining and establishing program goals and in planning and implementing policies and procedures, and provides professional expertise as needed.

This employee receives professional advice and consultation from related services specialist Maryland State Department of Education.

Related Services Specialist IV - (Occupational and Physical Therapist)

Recommended for LEA coordinator

SALARY SCALE: $12,336 - $16,204 for 10 months (state grade 15)

MINIMUM QUALIFICATIONS

EDUCATION: Possession of a Master's Degree from an accredited college or university, including and supplemented by successful completion of a course in Occupational Therapy/Physical Therapy, and its required field experience, accredited by the appropriate professional organization.

Successful completion of the 3-month internship in both the didactic and experiential areas, as required for employment within the educational system of the state of Maryland, or demonstrated evidence of ability to meet the requirements of this internship in both the didactic and practical component.

EXPERIENCE: Three years' experience as a registered Occupational Therapist/Physical Therapist, 2 years of which must have been in a supervisory capacity and at least 1 year of which must have been spent working with handicapped children.

REGISTRATION: Photocopy of current certification as an Occupational Therapist registered by the American Occupational Therapy Association or as Physical Therapist registered by the American Physical Therapy

Association and of current licensure in the state of Maryland must be attached to application.

CONDITION OF EMPLOYMENT: The nature of this position may require that the employee be able to drive an automobile; therefore, a valid class D Maryland drivers' license may be required before appointment to this position. Membership in the State Employee's Retirement System is required.

EXAMPLES OF WORK:

Directs the delivery of either Occupational Therapy or Physical Therapy within a county and/or Baltimore City.

Observes accepted professional standards of ethics and safety in the provision of service.

Participates with staff from other disciplines in program planning evaluation.

Correlates the delivery of services with counterpart in either Occupational Therapy or Physical Therapy.

Supervises the clinical and administrative work of subordinate staff and of students.

Conducts and/or participates in staff meetings.

Provides clinical advice relative to the delivery of services, especially in complex problems.

May provide clinical service and/or consultation.

Participates in inservice training programs.

Assists in program planning and evaluation and design and control of budget.

Performs other necessary duties as required.

ESSENTIAL REQUIREMENTS OF WORK:

Expert knowledge of the principles and practices of Occupational Therapy or Physical Therapy; of human behavioral norms, abnormalities, and deficits.

Expert knowledge of the evaluative and intervention procedures employed by Occupational Therapists or Physical Therapists when serving handicapped children; of the techniques of consultation and of supervision; working knowledge of the techniques of instruction and counseling; or the basic principles of personnel and budget administration; of the processes of planning, organizing, staffing, and directing; of various state and federal laws and regulations as they relate to the education of handicapped children.

Ability to plan, direct, and coordinate the services of Occupational or Physical Therapy to handicapped children within the education system of a designated LEA county; to coordinate this service with that of other services; to apply professional judgments in the delivery of Occupational or Physical Therapy services to handicapped children, including interview, screening, evaluation, and intervention methodologies; to work harmoniously with professional and nonprofessional staff; to provide supervision to subordinates and to respond

to that given by higher level personnel; to communicate effectively, both orally and in writing; and to maintain records pertinent to the service rendered.

NATURE OF WORK: This is supervisory work in the field of Occupational Therapy or Physical Therapy within the educational system.

The employee, at this level, functions as the director of Occupational Therapy/Physical Therapy delivered within a designated LEA. As the chief of Occupational Therapy/Physical Therapy, this employee is responsible for establishing policies and procedures that will insure the maintenance of a high standard of such service.

This employee coordinates Occupational Therapy/Physical Therapy with other services and provides professional consultation and supervision for subordinate staff.

This employee is responsible for stimulating staff and program development through inservice training, staff meetings, and individual conferences.

This employee assists in determining the goals of the Occupational Therapists/Physical Therapists, works to achieve the goals, and acts as the representative of Occupational Therapy/Physical Therapy services as required.

This employee receives general supervision from a higher level Occupational Therapist/Physical Therapist within the educational system. Advice and consultation are available from the regional coordinator of Occupational Therapy/Physical Therapy and from the state coordinator of these services. The quality of services provided and the overall efficient/effective operation of the service is evaluated through observation, conferences, and written reports. This employee supervises Occupational Therapy/Physical Therapy professional and paraprofessional personnel serving handicapped children through the educational system of the county.

Related Services Specialist III - (Occupational and Physical Therapist)

Recommended for LEA experienced clinician

SALARY SCALE: $11,455 - $15,042 for 10 months (state grade 14)

MINIMUM QUALIFICATIONS

EDUCATION: Possession of a Bachelor's Degree from an accredited college or university including or supplemented by successful completion of a course in Occupational Therapy/Physical Therapy and its required field experiences, accredited by its own professional organization.

Successful completion of the 3-month internship in both the didactic and experiential areas, as required for employment within the educational system of the state of Maryland, or demonstrated evidence of ability to meet the requirements of this internship in both the didactic and practical component.

EXPERIENCE: Three years of experience as a registered Occupational Therapist/Physical Therapist, 1 year of which must have been spent working with handicapped children.

REGISTRATION: Photocopy of current certification as an Occupational Therapist registered by the American Occupational Therapy Association or Physical Therapist registered by the American Physical Therapy Association and evidence of license to practice,

or eligibility for licensure with the state of Maryland must be attached to the application.

PHYSICAL: Retirement at age 70 is mandatory.

CONDITION OF EMPLOYMENT: The nature of this position may require that the employee be able to drive an automobile; therefore, a valid class D Maryland drivers' license may be required before appointment to this position. Membership in the State Employee's Retirement System is required.

EXAMPLES OF WORK: Provides Occupational Therapy/Physical Therapy to identified handicapped children within the education system of the state.

Assesses children, establishes goals of Occupational Therapy/Physical Therapy in the delivery of services, identifies the long-term and short-term goals of Occupational Therapy/Physical Therapy, drafts the Occupational Therapy/Physical Therapy services component of the Individualized Educational Plan (IEP), provides Occupational Therapy/Physical Therapy services and supervises that provided by lower-level professional or paraprofessional staff, consults with special educators and may advise them as to methodologies appropriate to the education of handicapped children.

Observes client performance, notices changes in response, reports and records all actions relevant

to the service provided; observes accepted professional standards and ethics and safety in the provision of service and follows established procedures.

Participates in staff meetings and collaborative efforts with other disciplines.

May be the coordinator of Occupational Therapy/ Physical Therapy within a special educational facility.

May be the coordinator of Occupational Therapy/ Physical Therapy in a designated county.

Performs other duties as required.

ESSENTIAL REQUIREMENTS OF WORK:

Working knowledge of both the basic principles and practices of Occupational Therapy/Physical Therapy as these apply to handicapped children; of human behavioral norms, abnormalities, and deficits; of the evaluation and intervention procedures employed by Occupational Therapy/ Physical Therapy when serving handicapped children.

Working knowledge of the techniques of instruction, supervision, and consultation.

Ability to apply professional judgment in the performance of Occupational Therapy/Physical Therapy procedures for handicapped children, including interviews, assessment and intervention methodologies; to work harmoniously with

professional and nonprofessional staff; to provide consultation to special educators and parents of handicapped children; to provide supervision to subordinates and to respond to that given by higher level personnel; to communicate effectively, both orally and in writing; to maintain records of individual therapy programs.

Knowledge of law, Admission, Review, and Dismissal Committee (ARD), and other procedures.

Ability to support language development and behavioral management programs of other disciplines.

NATURE OF WORK:

This is a supervisory level of work as an Occupational Therapist/Physical Therapist within the educational system of the state.

The employee in this classification usually bears the responsibility for the coordination of the program of Occupational Therapy/Physical Therapy within a center for special education.

In this capacity, the employee treats children, coordinates work with that of other services provided, and provides professional advice and assistance to persons caring for that same client population. This employee may, also, coordinate the delivery of Occupational Therapy/Physical Therapy services within designated counties; and in this capacity, this employee will cooperate

with the area coordinator for Occupational Therapy/Physical Therapy services in establishing policies and procedures that will insure the maintenance of a high standard of these services and in stimulating staff and program development through inservice training, staff meetings, and individual conferences.

This employee receives supervision from a higher level Occupational Therapist/Physical Therapist at both the regional level and from headquarters staff. This employee supervises lower-level professional and paraprofessional staff and students.

Related Services Specialist I, II - (Occupational and Physical Therapist)

Recommended for entry-level personnel

SALARY SCALE: $8,494 - $11,127 for 10 months - I (state grade 9)

$9,140 - $11,986 for 10 months - II and one years' experience (state grade 10)

MINIMUM QUALIFICATIONS

EDUCATION: Possession of a Bachelor's Degree from an accredited college or university including or supplemented by successful completion of a course in Physical Therapy or Occupational Therapy and the required field experience, accredited by the appropriate professional organization.

Successful completion of the 3-month internship in both the didactic and experiential areas, as required for employment within the educational system of the state of Maryland.

REGISTRATION: Photocopy of current certification as an Occupational Therapist registered by American Occupational Therapy Association or as Physical Therapist registered by American Physical Therapy Association and of current licensure in the state of Maryland must be attached to application.

PHYSICAL: Retirement at age 70 is mandatory.

CONDITION OF EMPLOYMENT: The nature of this position may require that the employee be able to drive an automobile; therefore, a valid class D Maryland drivers' license may be

required before appointment to this position. Membership in the State Employee's Retirement System is required.

EXAMPLES OF WORK: Provides Occupational Therapy/Physical Therapy services to handicapped children within the educational system.

Screens and evaluates children, establishes the purpose of Occupational Therapy/Physical Therapy services within the IEP of the child, identifies the long-term and short-term goals of such Occupational Therapy/Physical Therapy services, drafts the Occupational Therapy/Physical Therapy portion of the IEP, provides the needed services or helps supervise that provided by Occupational Therapist/Physical Therapist assistant or student, provides professional advice and assistance to other professionals working with these children and to the parents/care-takers of these children.

Observes the child's response, notes change in response, reports the records all actions relevant to Occupational Therapy/Physical Therapy intervention.

Observes accepted professional standards, ethics, and safety in the provision of Occupational Therapy/Physical Therapy and follows established procedures.

Participates in staff meetings and collaborative

efforts with other disciplinaries.

Performs other duties as required.

ESSENTIAL REQUIREMENTS OF WORK:

Elementary knowledge of both the basic principles and practice of Physical Therapy/Occupational Therapy and of human behavioral norms, abnormalities, and deficits.

Specialized knowledge of the application of Occupational Therapy/Physical Therapy principles and practices as these apply to handicapped children.

Working knowledge of the educational system of the state of Maryland, and the requirements governing the education of handicapped children as defined in P.L. 94-142 and Special Education Bylaw 13.04.01.

NATURE OF WORK:

This is the entry-level of work as a professional Physical Therapist/Occupational Therapist within the educational system of the state of Maryland.

This employee works as a Physical Therapist/Occupational Therapist in special education facilities, residential facilities, day-care centers, and the public schools of the state with children defined as "handicapped" in accordance with P.L. 94-142.

This employee treats such children, coordinates work with that of other services serving such children, and provides professional advice and assistance to persons caring for such children within

the educational system or in the child's home.

This employee is expected to be fully competent in basic professional procedures and practices, although lack of experience necessitates the guidance of higher level Physical Therapy/Occupational Therapy in program planning and administration.

This employee receives supervision from a higher level Physical Therapist/Occupational Therapist and, may in turn, supervise paraprofessional or clerical personnel or students.

This employee must be able to support programs of other discipline.

JURISDICTION BY RANK ORDER OF NUMBER OF HANDICAPPED CHILDREN AS REPORTED IN SSIS

	Actual
Baltimore City	23,088
Prince George's	14,784
Montgomery	9.665
Baltimore County	9,605
Anne Arundel	8,684
Howard	3,204
Washington	3,036
Harford	2,699
Charles	2,492
Allegany	2,404
Frederick	2,092
Carroll	1,958
Garrett	1,751
St. Mary's	1,528
Wicomico	1,179
Cecil	1,154
Calvert	891
Dorchester	823
Talbot	696
Caroline	632
Worcester	616
Kent	411
Queen Anne's	391
Somerset	294

BY AREA

	County		Number Identified Handicapped Children As Reported in SSIS
I.	Allegany		2,404
	Carroll		1,958
	Frederick		2,092
	Garrett		1,751
	Washington		3,036
		Total	11,241
II.	Baltimore City		23,088
	Baltimore County		9,605
	Harford		2,699
	Howard		3,205
	Montgomery		9,665
			77,062
		City -	23,088
		Total	53,974
III.	Anne Arundel		8,642
	Calvert		891
	Charles		2,492
	Prince George's		14,784
	St. Mary's		1,528
		Total	28,339
IV.	Cecil		1,154
	Kent		411
	Queen Anne's		391
	Talbot		696
		Total	2,652
V.	Caroline		632
	Dorchester		823
	Somerset		294
	Wicomico		1,179
	Worcester		616
		Total	3,544

	SALARY		NAT. REG. STATE LICENSE SPECIAL CRED.	EDUCATIONAL DEGREE	YEARS OF PROFESSIONAL EXPERIENCE	EMP. LEVEL	POSITION OPTIONS AREA, COUNTY, FACILITY
	STATE GRADE	RANGE					
		10 mos.					
I	9	8,494-11,127	R.P.T. or O.T.R. State License Md. Special Credentialing - M.S.D.E.	Bachelor's & A.O.T.A. or A.P.T.A. accredited course	0	Entry Professional	Facility Based
II	10	9,140-11,986	R.P.T. or O.T.R. State License Md. Special Credentialing - M.S.D.E.	Bachelor's & A.O.T.A. or A.P.T.A. accredited course	1	Second Level Professional	Facility Based
III	14	11,455-15,042	R.P.T. or O.T.R. State License Md. Special Credentialing - M.S.D.E.	Bachelor's & A.O.T.A. or A.P.T.A. accredited course	3	Supervisory Clinical Specialist	Smaller L.E.A. Coordinator - Experienced Clinician
IV	15	12,336-16,204	R.P.T. or O.T.R. State License Md. Special Credentialing - M.S.D.E.	Masters and Bachelor's and A.O.T.A. or A.P.T.A. accredited course	3	Supervisory Clinical Specialist	Larger L.E.A. Coordinator or Coordinator for Several Smaller L.E.A.s
V	16	13,287-17,457	R.P.T. or O.T.R. State License Md. Special Credentialing - M.S.D.E.	Masters and Bachelor's and A.O.T.A. or A.P.T.A. accredited course	4	Supervisory and Administration	Regional Area Coordinator

CREDENTIALING

CATEGORY II - PROFESSIONAL PREPARATION

All Physical Therapy and Occupational Therapy personnel employed in the educational system shall be credentialed by their own professional organization and licensed in the state of Maryland.

In addition, each Occupational Therapist/Physical Therapist employed to offer direct treatment services will have the opportunity to receive specialized credentiality to practice with handicapped children or to demonstrate ability to meet the requirements of this credentialing.

The requirements for this specialized credentialing will be determined by the State Department of Education and will include didactic course work relative to the precise skills needed by Occupational Therapists/Physical Therapists working with handicapped children. These courses will be taught by persons identified by the State Department of Education and will include special educators, educational administrators, Occupational and Physical Therapists.

The content of this course work will address:

1. Identification of handicapped children needing Occupational Therapy/Physical Therapy
2. Occupational Therapy/Physical Therapy assessment of handicapped children
3. The minimal practice competencies required for the delivery of Occupational Therapy/Physical Therapy services to handicapped children
4. Techniques and skills of consultancy, supervision, and communication
5. Federal and state laws regarding the education of handicapped children
6. The administrative structure of special education in the state of Maryland

The first such course will be offered during June, July, and August 1979.

It is expected that Occupational Therapists/Physical Therapists seeking employment in the educational system will participate at this time, as well as, Occupational Therapists/Physical Therapists already so employed.

Comparable educational opportunities will be offered on subsequent occasions, and it is recommended that successful completion of this course will be a prerequisite for hiring of Occupational Therapists/ Physical Therapists by each LEA.

It will be noted that one of the functions of each area coordinator is to arrange for inservice training for the Occupational Therapists/ Physical Therapists employed within their area. These inservice experiences will, at least initially, address the same content as that offered to "new" therapists during the summer of 1979. Thus, it is expected that by early 1980 <u>all</u> Occupational Therapists/Physical Therapists employed within the educational system will have demonstrated competence in the areas designated as essential by the State Department of Education.

Minimal Competence

Minimal Competence will include:

1. Demonstrated knowledge and understanding of federal and state law regarding the education of handicapped children

2. Demonstrated knowledge and understanding of the educational system of the state of Maryland

3. Demonstrated knowledge of and ability to perform the techniques and skills needed to:

   a. Identify children in need of Occupational Therapy/Physical Therapy services

   b. Plan a program of intervention cooperatively with other professionals

   c. Offer consultancy to special educators, parents and others relating to such children

   d. Implement treatment methodologies specific to the remediation of those handicapping conditions identified in P.L. 94-142

   e. Demonstrated ability to communicate, verbally and in writing, the contribution of Occupational Therapy/Physical Therapy to this task

   f. Demonstrated ability to understand and complete all the requisite forms for the delivery of service

   g. Demonstrated ability to reevaluate and where indicated, release children from Occupational Therapy/Physical Therapy services

NOTE: The knowledge, skills, and techniques referred to in this section are currently being identified by the Maryland Occupational Therapy Association and the Maryland Chapter of the Physical Therapy Association. This task will be completed and referred to the State Department of Education for approval and acceptance by May 1979.

RECRUITMENT

CATEGORY III - RECRUITMENT

Area Coordinators shall be recruited and appointed at the state level.

County assigned Physical Therapists/Occupational Therapists (Related Services IV or III) shall be recruited and appointed by each LEA with advice from the area coordinator and the related services specialist at the state level.

Facility assigned Physical Therapists/Occupational Therapists (Related Services I or II) shall be recruited and appointed by LEA concerned with advice from the county assigned related services specialist and the area coordinator.

It is recommended that job specifications for related services specialists be compatible with those submitted as part of this document.

The State Department of Education is willing to undertake the major recruitment drive for Occupational Therapy/Physical Therapy personnel to work in the educational system.

The plan is to recruit on a national basis, conduct the first-level screening of applicants, and to offer the successful applicants a 3-month paid special preparation in the specific and specialized skills required. On the successful completion of this 3-month "internship," all Physical Therapists/Occupational Therapists will be available to be recruited and hired by the LEAs seeking such staff.

The initial recruitment will occur in the spring of 1979. The 3-month internship will take place during June, July, and August 1979. The Occupational Therapists/Physical Therapists will be available to start work as of September 1979, although interviews may occur during

the month of August. It is expected that the majority of vacancies for Occupational Therapists/Physical Therapist in the LEAs will be filled at this time.

It is recommended that the hiring of Physical Therapy/Occupational Therapy personnel occur in the following sequence:

a. The regional coordinator--to be hired by State Department of Education

b. The LEA coordinator--to be hired by each LEA. A "pool" of names will be available from the Division of Special Education, State Department of Education for utilization by the LEA.

c. Entry-level Occupational Therapists/Physical Therapists to work in special schools, etc.--to be hired by each LEA. A "pool" of names will be provided by the Division of Special Education, State Department of Education

The precise number of therapists per special school is to be determined in consultation with the LEA Physical Therapist/Occupational Therapist coordinator and the regional coordinator. The deployment of Physical Therapy/Occupational Therapy personnel throughout any LEA should also be determined by the same means. Obviously, these judgments will be based on the Individualized Educational Plans (IEPs) of the children in need of service.

It could be projected that a county with 1,500 identified handicapped children would need a total of 30 Physical Therapists/Occupational Therapists, three of whom may be based in one special educational center, four in another such center, and the remainder either based in a public school with a special education classroom or as itinerant personnel with a case load in a number of public schools.

It is expected that by September 1979 at <u>least</u> the number of Occupational Therapists/Physical Therapists deemed necessary to provide

service within special centers will have been hired. The total required Physical Therapy/Occupational Therapy staff should have been hired by July 1, 1980.

It should be remembered that federal statute requires the provision of a free, appropriate public education for handicapped children by September 1978. School systems failing to provide needed Occupational Therapy/Physical Therapy services are in violation of the law.

Each LEA will be expected to present a staffing pattern for their Occupational Therapy/Physical Therapy services. This should be prepared in collaboration with the area coordinator Occupational Therapist/Physical Therapist by June 1, 1979.

The staffing pattern should identify:

1. The total number Occupational Therapists/Physical Therapists to be hired
2. The number in each catagory
3. The name of any individual(s) already working in the LEA and the catagory and work assignment of that individual

ACCOUNTABILITY

CATEGORY IV - ACCOUNTABILITY

Each Occupational Therapist/Physical Therapist employed within the educational system of the state shall be administratively accountable to the designated chief of the facility to which they are assigned and/or to the coordinator of special education on the county level and shall be professionally accountable to a higher level Physical Therapist/Occupational Therapist. Area coordinators shall be accountable to the chief, Program Development and Assistance Branch, Division of Special Education, through the related services specialist of the Division.

Administrative accountability includes, but need not be limited to, hours worked, sick leave, and annual leave permitted, etc. (in compliance with LEA personnel policies).

Professional accountability includes matters pertaining to the delivery of professional services. Work will be reviewed through on-site supervision, conferences, written documentation, etc. In addition, each Occupational Therapist/Physical Therapist shall submit a direct service form relative to each child served and to the supervisory responsibilities for which they are accountable. This information will be reported through SSIS.

IDENTIFICATION
OF CHILDREN

CATEGORY V - IDENTIFICATION OF CHILDREN

As of this date several millions of public money is disbursed within the state of Maryland through upwards of 20 federally funded projects for the "screening" of children. These funds are essentially catagoric in nature under Title XIX, under Title V, under P.L. 94-142, etc., etc., etc. However, although time and money is expended on these various projects, much frustration is experienced because of the paucity of funds/programs to provide remediation for the abnormalities identified through these screening endeavors. Due in large measure to fears regarding confidentiality, little exchange of screening outcome exists between the various parties responsible for the administration of these screening projects. The possibility, therefore, exists for the same child to be screened repeatedly.

A substantial proportion of children residing within the state come within the domain of a bureaucracy at age 5 when they enter the school system. This provides another occasion for screening, evaluation, and intervention although this is later in the child's life than might be deemed optimal. The greatest advantage rests with the fact that provision is made for remedial intervention to follow this screening.

The following recommendations are, therefore, presented:

1. That a real endeavor is made to encourage parents of children entering the school system to share the outcomes of any previous "screening" their child has received

2. That guidelines for screening are developed cooperatively by Department of Health and Mental Hygiene and Department of Education with all possible speed (Bylaw 13.04.01)

3. That these guidelines indicate both the tool to be used for motor screening and criteria for positive/negative outcome

4. That Occupational Therapy/Physical Therapy shall be accountable for this screening process, although they need not actually perform the screen

5. That all positive outcomes of motor development screening shall automatically be referred to Occupational Therapy/ Physical Therapy for more precise assessment

6. That this shall form the basis for Occupational Therapy/ Physical Therapy contribution to ARD and IEP

Assessment - Occupational Therapy/Physical Therapy assessment procedures shall reflect the catagories of "handicapped" as defined in P.L. 94-142. These procedures shall be used on a state-wide basis and shall form the basis for the Occupational Therapy/Physical Therapy contribution to the IEP.

FACILITIES

CATEGORY VI - FACILITIES

The precise nature of facilities required will vary from location to location and should be discussed in detail with the Occupational Therapist/Physical Therapist working in the facility, as well as, the Occupational Therapist/Physical Therapist supervising the delivery of these services in the LEA and region. However, it is essential that the following be provided:

1. A secure area containing file cabinets and a writing surface
2. An area which can be enclosed for evaluating the child and which is large enough to accommodate both the therapist and the child
3. Storage space which may be secured for the accommodation of equipment

NOTE: Precise facility requirements for each facility should be discussed in detail with the Physical Therapist/Occupational Therapist working in the facility and the Occupational Therapist/Physical Therapist supervising the delivery of service in the county and/or the Physical Therapy/Occupational Therapy regional coordinator.

Comment: The most costly item of Physical Therapy/Occupational Therapy service is the salary paid to the therapist. Facilities should, therefore, be adequate to ensure that "paid for" services may be fully rendered.

It is expected that a large percentage of Occupational Therapy/Physical Therapy services will be rendered within the classroom setting. However, it should also be recognized that an environment free from distraction may be essential for the treatment of some children and for all children some of the time.

PUBLIC RELATIONS

CATEGORY VII - PUBLIC RELATIONS

A variety of public relations endeavors will occur in the near future:

1. Presentation regarding Occupational Therapy/Physical Therapy on February 1, 1979

2. A brochure relative to the identification of the role of Occupational Therapist/Physical Therapist in special education

3. The publication of articles in professional journals relevant to the total educational program for handicapped children within this state

4. The initiation of research endeavors by Occupational Therapists/ Physical Therapists in the educational system to add to the body of knowledge relevant to intervention by these professions with handicapped children

5. A nationally advertised workshop for Occupational Therapists/ Physical Therapists and special educators

RECOMMENDED READING

Banus, Barbara S. The Developmental Therapist. Thorofare, New Jersey: Charles B. Slack, Inc., 1971.

Connor, Frances P., S. Gordon Williamson, and John M. Siepp. Program Guide for Infants and Toddlers with Neuromotor and Other Developmental Disabilities. New York and London: Teachers College Press, Columbia University, 1978.

Ellis, Norman E. and Lee Cross (eds.). Planning Programs for Early Education of the Handicapped. New York: Walker and Company, 1977.

Reilly, Mary (ed.). Play as Exploratory Learning. Beverly Hills, California: Sage Publications, Inc., 1974.

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